

Teach Smarter, Not Harder: Strategic Lesson Planning



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**An Unplanned Lesson can be
disorganized and uncontrollable**

A Well-Prepared Teacher is always a Smart Teacher



A well-prepared teacher
needs a
**well- constructed
lesson plan**

Objectives of this session:

At the end of the session, the participants will be able to:

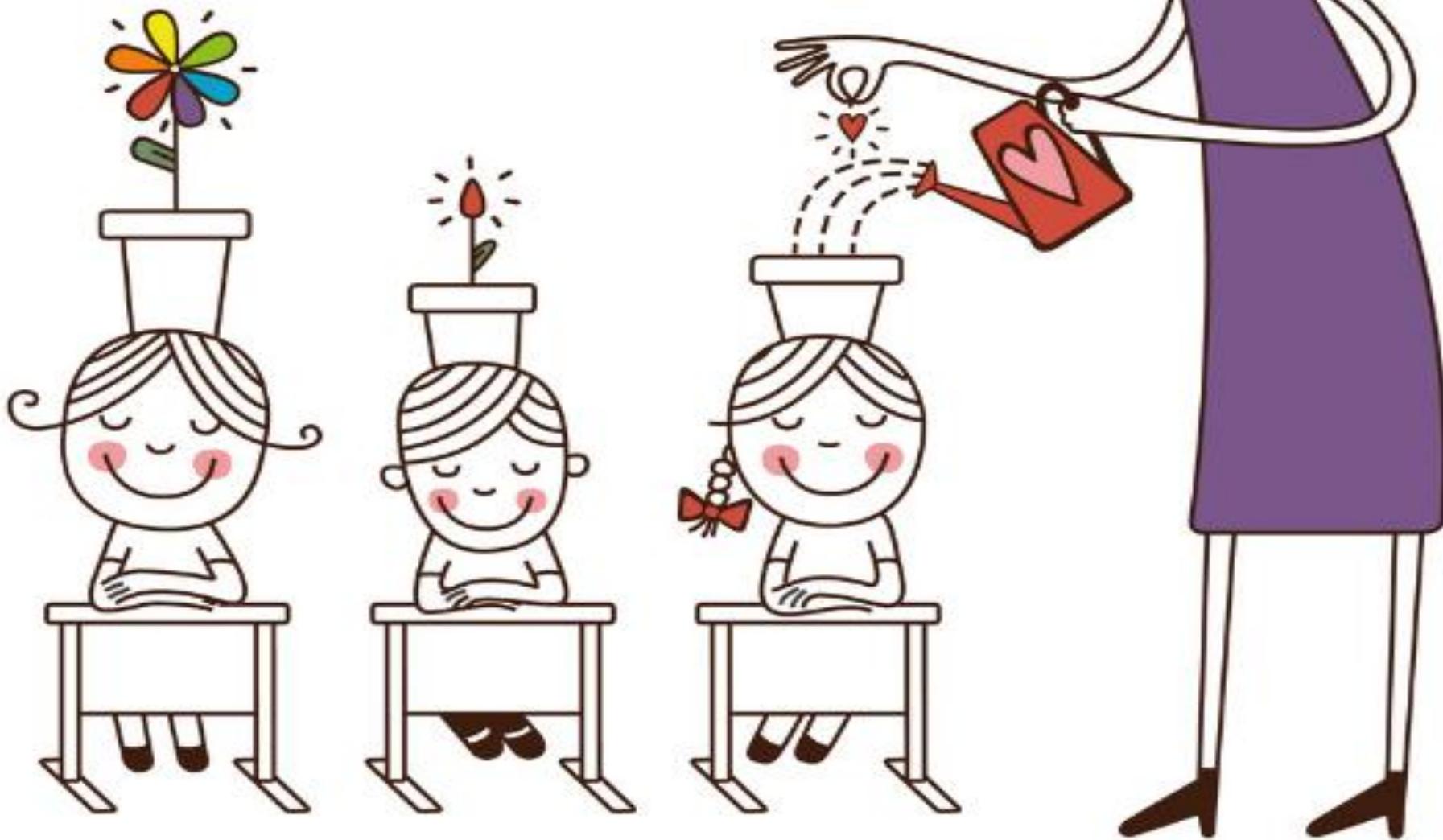
- Define & explain lesson plan**
- Mention the contents of the lesson plan**
- Describe how to plan a lesson**
- Construct a lesson plan for any session**
- List the advantages of planning a lesson**

**What do we know about
Lesson Plan**

?



A lesson plan is basically a guide that anticipates a lesson & its events, including challenges, for effective teaching & learning experiences



Importance of Lesson Planning

- Goals and objectives
- Solve the problems
- Reality check of everyday performance
- Improves habit and attitudes of the students
- Makes teaching smooth and easy
- Makes the teacher organized

Teaching – Learning is a Two-Way Process



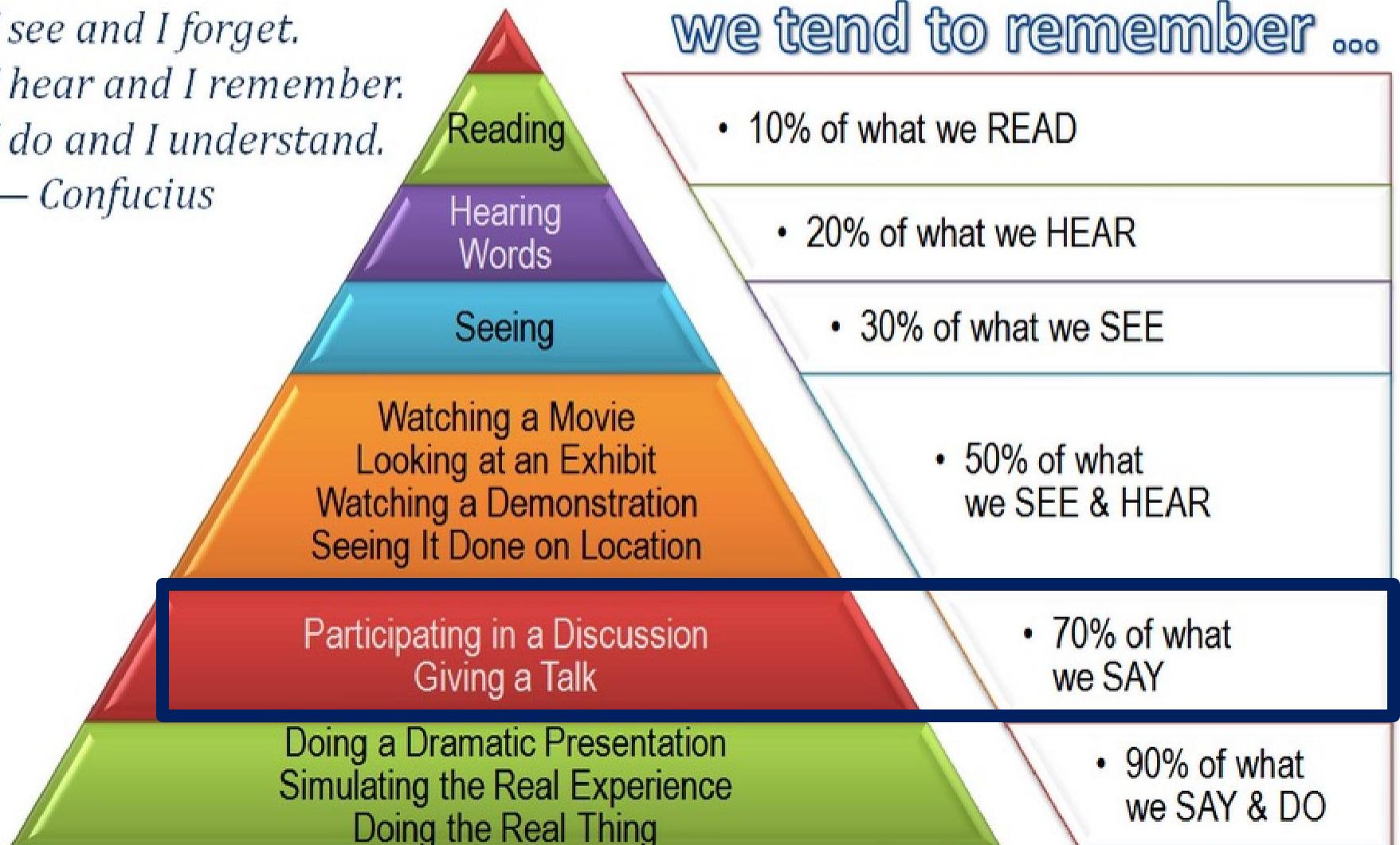
The Cone of Learning

I see and I forget.

I hear and I remember.

I do and I understand.

— Confucius



Source: Edgar Dale (1969)

BLOOM'S TAXONOMY

Create

Use Existing Information to make something new
Invent, Develop, Design, Compose, Generate, Construct

Evaluate

Make judgments based on sound analysis
Assess, Judge, Defend, Prioritize, Critique, Recommend

Analyze

Explore relationships, causes, and connections
Compare, Contrast, Categorize, Organize, Distinguish

Apply

Use existing knowledge in new contexts
Practice, Calculate, Implement, Operate, Use, Illustrate

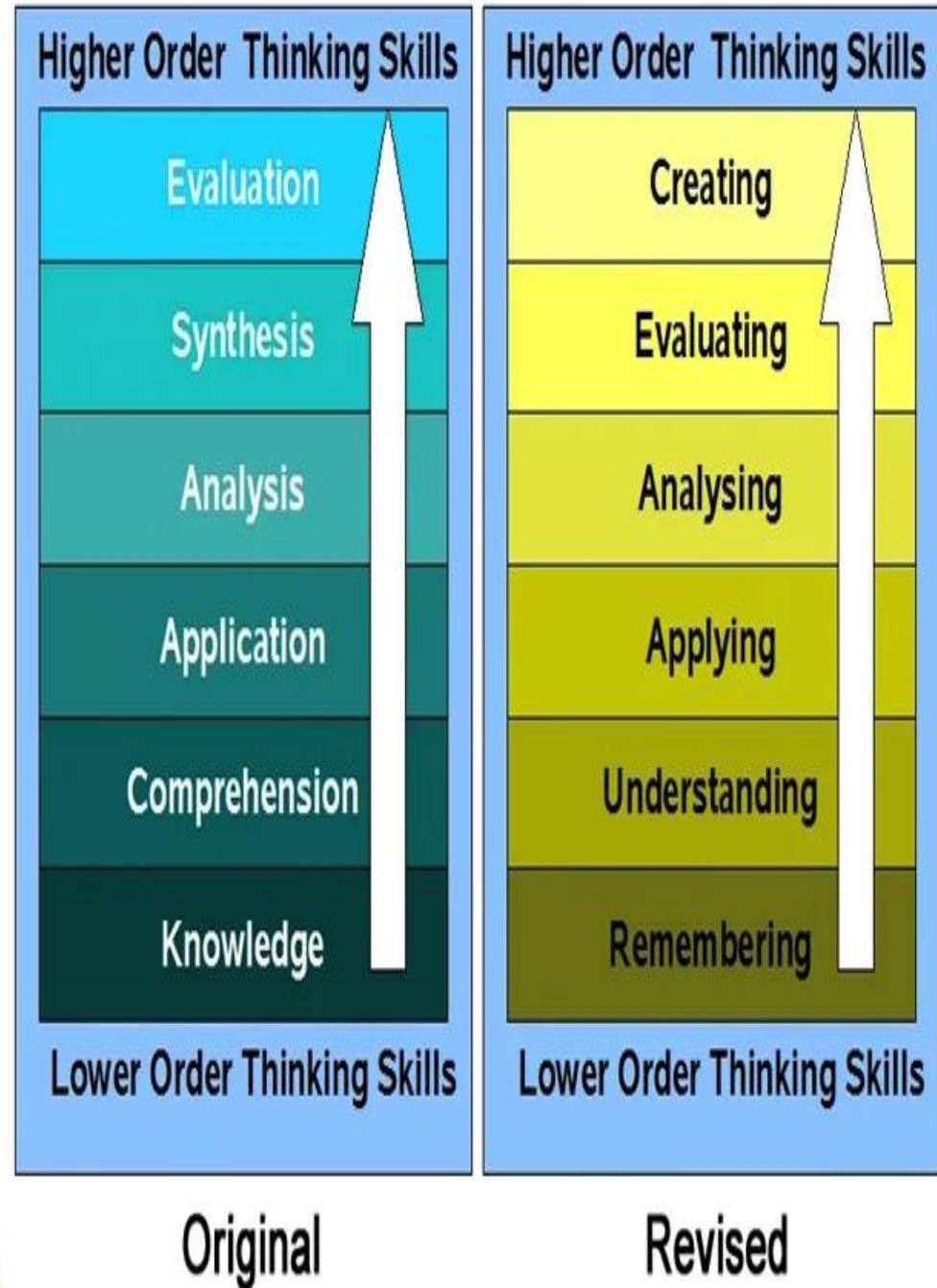
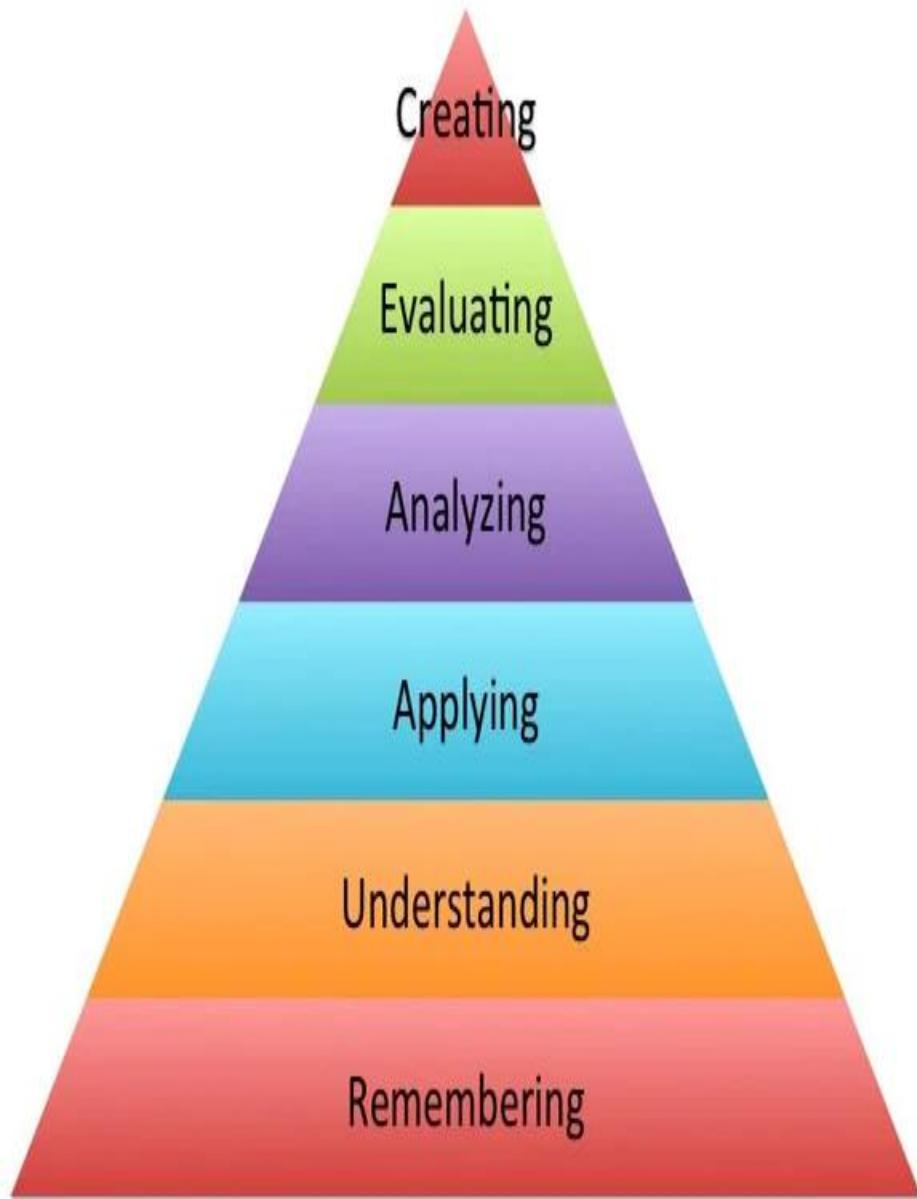
Understand

Grasp the meaning of something
Explain, Paraphrase, Report, Describe, Summarize

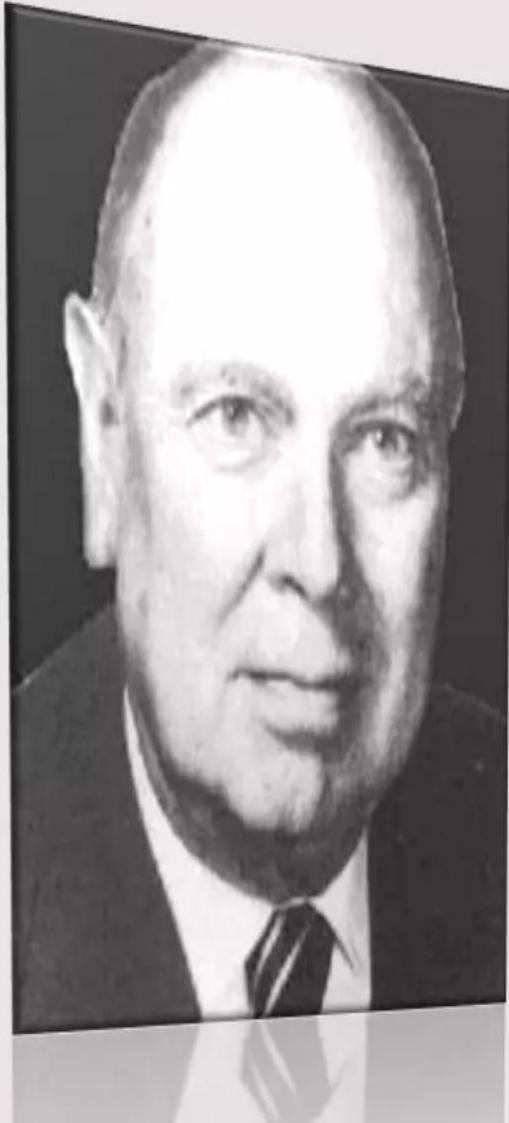
Remember

Retain and recall information
Reiterate, Memorize, Duplicate, Repeat, Identify

The New Version of Bloom's Taxonomy



Robert mills Gagné



- Robert Mills Gagné was an American Educational Psychologist best known for his **conditions of learning**.
- Gagné's work is sometimes summarized as “the Gagné assumption”.

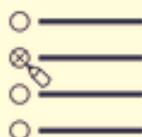
Gain Attention



Enhance Retention
and
Transfer to the Job



Assess
Performance



Provide
Feedback



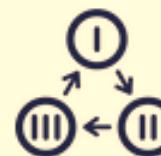
Practice



Provide
Guidance



Inform Learner of
Objectives



Prior
Learning



Present
Content

**Nine
Events of
Instruction**



- ① Gaining attention
- ② Informing the learner of the objective
- ③ Stimulating recall of pre-requisite knowledge

Prepare the learner

- ④ Presenting the stimulus material
- ⑤ Providing learning guidance

Actual teaching / learning process

- ⑥ Elicit the performance
- ⑦ Feedback about the performance correctness
- ⑧ Assessing the performance
- ⑨ Enhancing the performance and transfer

Enhance learning

Backward Design



Learning Goals and Objectives

What do you want
learners to learn?

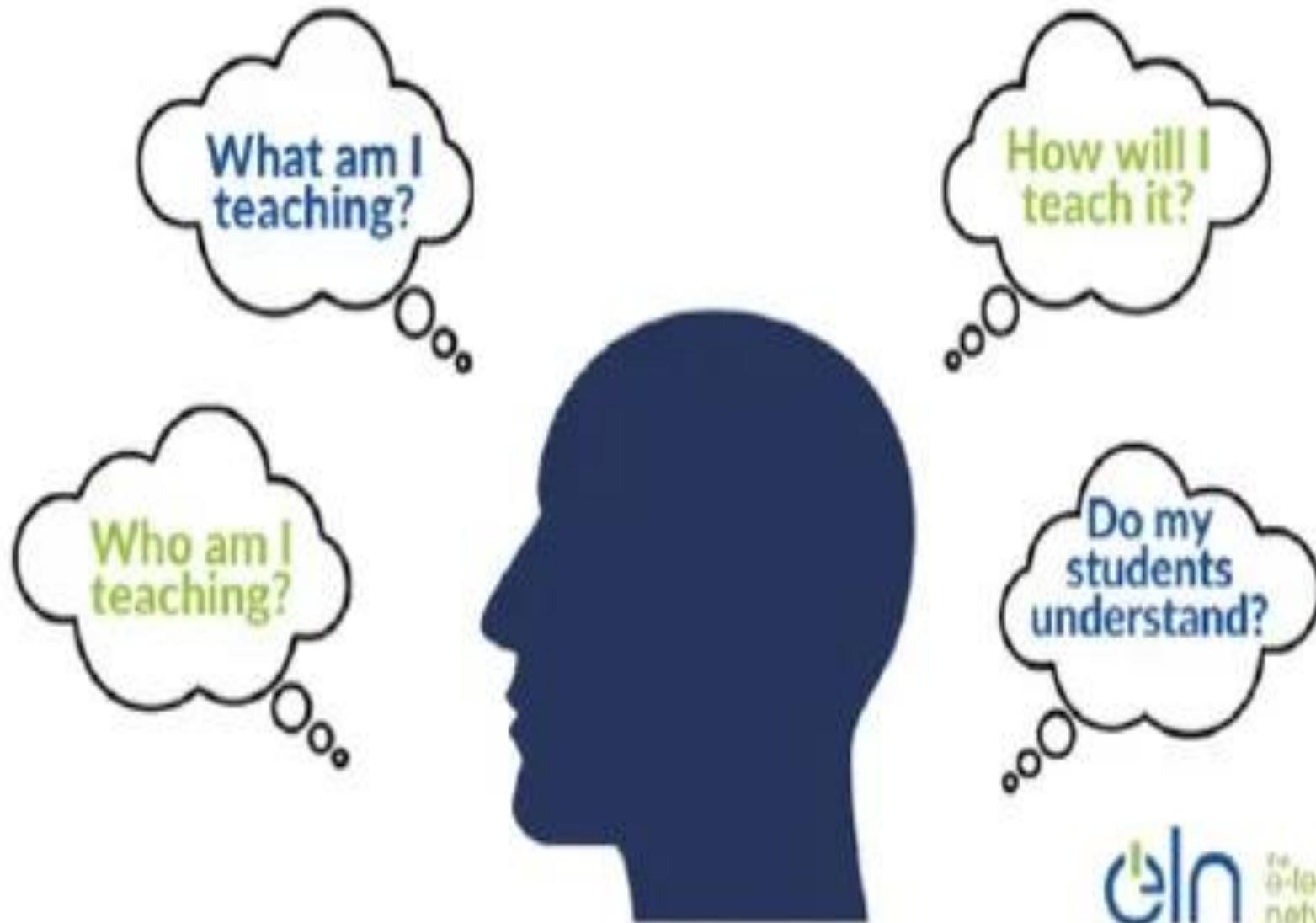
Assessment Strategies

How will you
determine what
learners have learned?

What content and activities
will support the learning
goals and objectives?

Instructional Materials and Learning Activities

Lesson Planning



Teaching materials

- Materials prepared by teacher to facilitates teaching-learning session
 - Notes: summarizing the main points
 - Series of questions
 - Textbooks, handouts
 - Instruction cards
 - Manuals

Gagne's 9 Event of Instructions

Presentation	Events of Instruction	Learning Activities
Introduction	1. Gain attention	<ul style="list-style-type: none">Present a dilemma, analogy, video
	2. Inform learning outcomes	<ul style="list-style-type: none">List clear learning outcomes creatively (Question/Challenge)
	3. Stimulate recall prior knowledge	<ul style="list-style-type: none">Explain how prior knowledge relates to new topicInitiate discussionPre-tests
	4. Present new content	<ul style="list-style-type: none">Explanation, example, simulation
	5. Provide guidance	<ul style="list-style-type: none">Guidelines, checklists, mnemonics, group discussion
Assessment	6. Provide learning activities 7. Provide feedback 8. Assess learning	<ul style="list-style-type: none">Check your understandingSelf/Peer/Facilitator AssessmentPractical, e-Portfolio, quiz
Summary	9. Enhance retention and transfer	<ul style="list-style-type: none">Summarize/Conclude the topicProvide additional resources

Teaching aids/ media

- Computer / laptop & Multimedia
- OHP Transparency & Transparency marker
- White board & different colour white board markers
- Black board & white and colored chalks
- Cadavers, prosected parts, bones, viscera
- Slide and slide projector
- Microscope

Content of a lesson plan

1. Topic

2. Place, date & duration

3. Learning objectives

4. Relevance & purpose of topics

5. Prerequisite learning

Instructions	Time	Actions
1. Gain Attention	3 min	
2. Learning outcomes	2 min	
3. Recall Prior Information	5 min	
4. Present information	15 min	
5. Provide Guidance	5 min	
6. Eliciting performance	5 min	
7. Provide Feedback	5 min	
8. Assessing performance	5 min	
9. Enhance Retention & transfer	5 min	
Summarize	5 min	
Attendance & Others	5 min	



**LET'S
DO IT!**

1. Gaining Attention



SPOT THE
DIFFERENCES

Gaining Attention



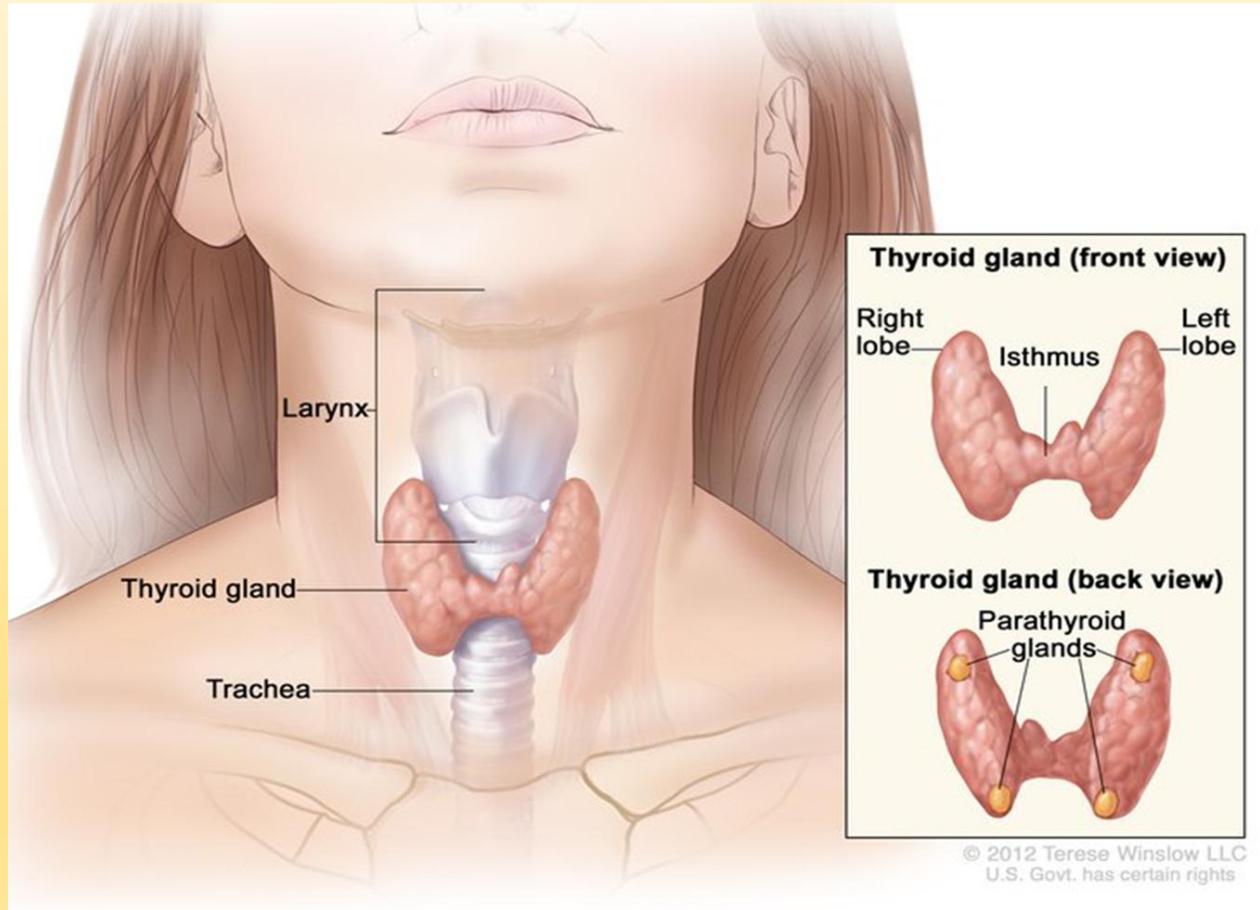
2. Learning Outcomes/ Objectives

- Biosynthesis and secretion of thyroid hormone
- Hormonal transport
- Functions of thyroid hormone
- Regulation of secretion
- Thyroid disorders

3. Recall Prior Information

- Thyroid hormone falls into which category, according to its chemical nature?
- Who can tell me the mechanism of action of thyroid hormone?

4. Present information

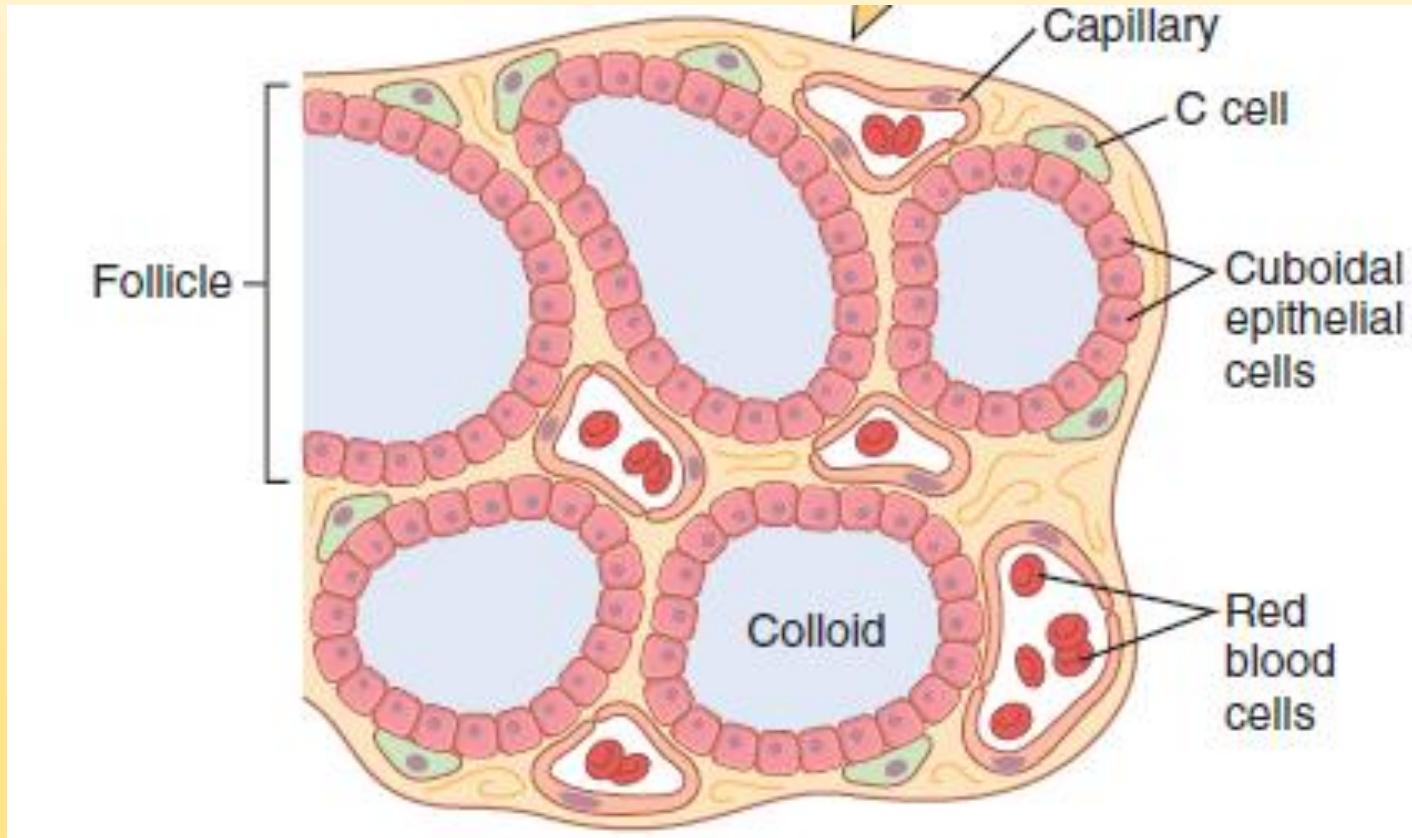


HORMONES OF THYROID GLAND

- **Follicular cell:** **Thyroxine (T₄) (93%) ,**
Triiodothyronine (T₃) (7%).
- **Parafollicular cell (C cell):** **Calcitonin.**

Triiodothyronine (T₃) is 4 times more potent than Thyroxine (T₄)

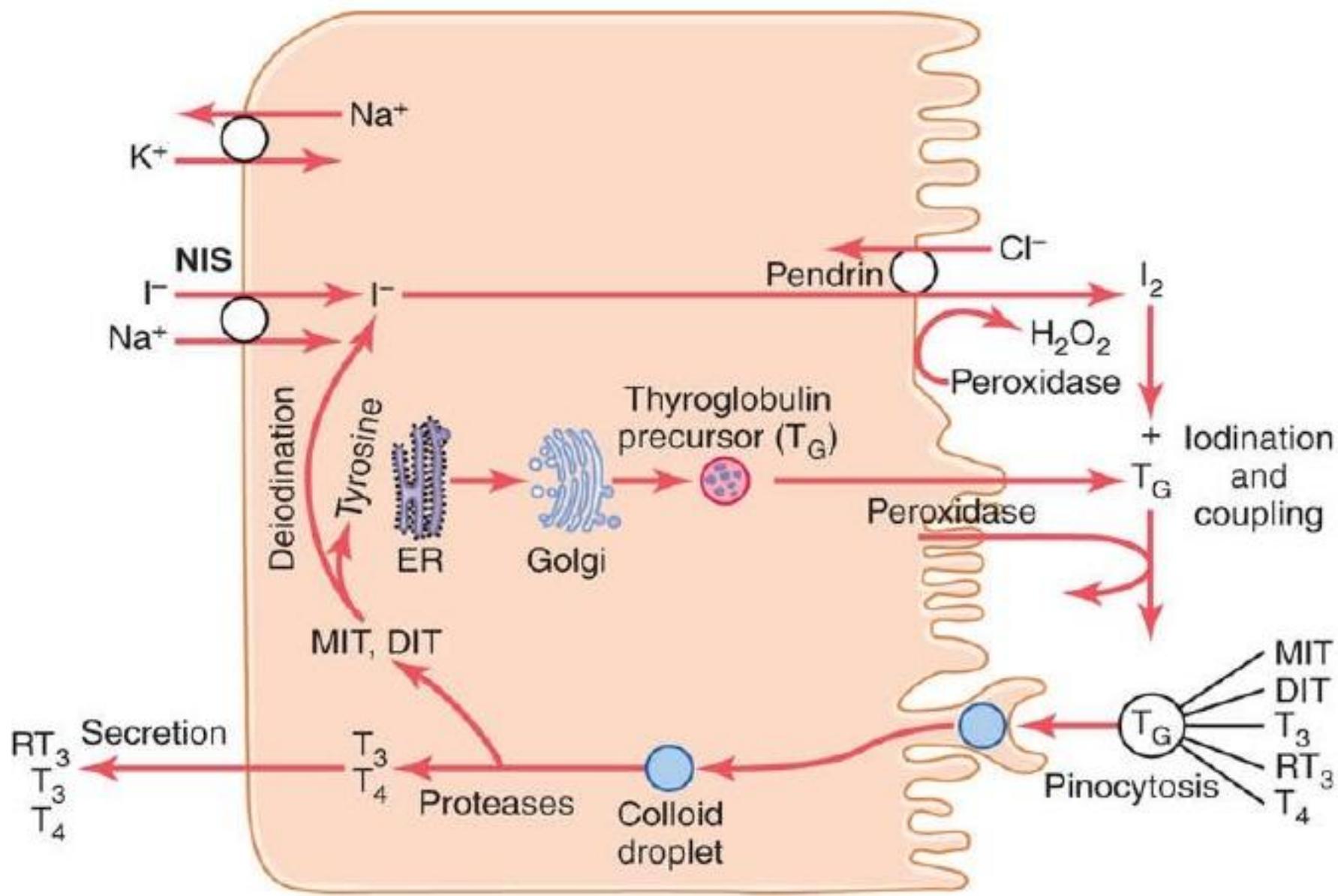
HISTOLOGICAL STRUCTURE OF THYROID GLAND



Synthesis of thyroid hormones

- Raw materials: Iodine and tyrosine.
- Source of iodine: Sea fish, milk, egg, water, iodized salt.
- Source of tyrosine: Synthesized by body (in thyroglobulin).
- Iodine requirements:
50 mgs of ingested iodine in the form of iodides are required each year or about 1 mg/week.

Steps of biosynthesis of hormone



Signs and symptoms of **Hypothyroidism**

Psychological

- Poor memory and concentration
- Poor hearing

Pharynx

- Hoarseness

Heart

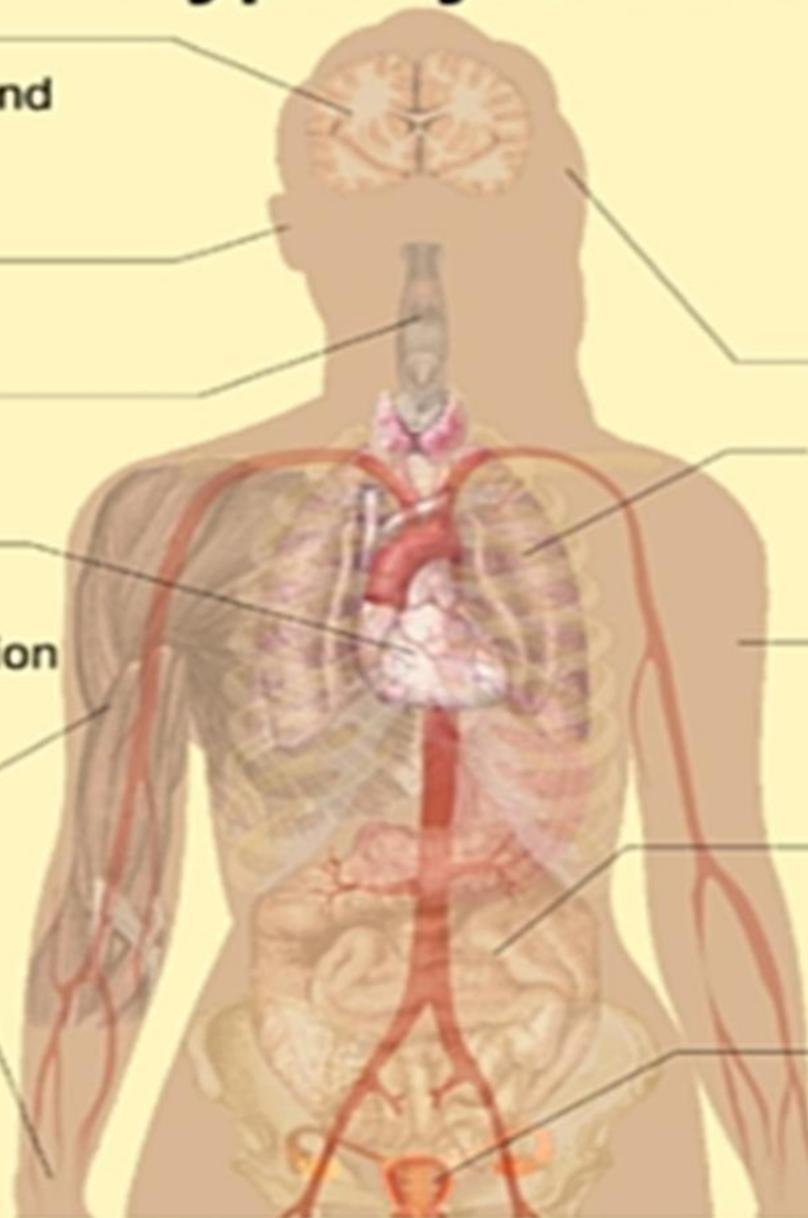
- Slow pulse rate
- Pericardial effusion

Muscular

- Delayed reflex relaxation

Extremities

- Coldness
- Carpal tunnel syndrome



General

- Fatigue
- Feeling cold
- Weight gain with poor appetite
- Hair loss

Lungs

- Shortness of breath
- Pleural effusion

Skin

- Paresthesia
- Myxedema

Intestines

- Constipation
- Ascites

Reproductive system

- Menorrhagia

5. Provide Guidance

- **Tables and Charts you need to memorize from your textbook are:**
- **The following diagrams are important for exams:** Biosynthesis of thyroid hormone, mechanism of action of thyroid hormones, the regulation of secretion of thyroid hormone
- **Functions of thyroid hormone**
- **Diseases of the thyroid gland:** hypothyroidism and hyperthyroidism

6. Eliciting performance

Quiz 1: Single best answer:

- **What are the raw materials for thyroid biosynthesis?**
 - A. thiamin
 - B. tyrosin
 - C. Pyrimidine
 - D. Guanine

7. Providing Feedback

Quiz 1: Single best answer:

- **What are the raw materials for thyroid biosynthesis?**
 - A. thiamin
 - B. tyrosin**
 - C. Pyrimidine
 - D. Guanine

8. Assessing performance

A 30-year-old lady presented to the OPD with complaints of weight gain for 6 months, husky voice, facial puffiness & edema, tiredness, inability to sleep and menorrhagia. On examination, her pulse was slow, her temperature was subnormal, and she had brittle hair & nails, as well as thick skin.

- a. What is your probable diagnosis?**
- b. What are the features of this condition?**
- c. What do you think is the type and cause of this edema or facial puffiness?**

9. Enhance Retention & Transfer

Conclude the topic

Or

Summarize the Session



Summary of lesson plan

- **State the objectives**
- **Identify the purpose of learning**
- **Think of pre-requisites**
- **Design the sequence of learning**
- **Identify the methods of instruction**
- **Plan instructional materials**
- **Plan for assessment**

Thank
you